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ABSTRACT

The objective of a collaborative program entitled Professional Alternative Consortium for Teachers (PACT) is to provide significant contributions to teacher preparation and induction programs as well as to provide a professional alternative for support teachers. The PACT program is a collaboration between the Jefferson County Public Schools (Golden, Colorado) and two colleges--the University of Colorado at Denver and the Metropolitan State College. Participation in this consortium allows 13 experienced elementary teachers to be released from direct classoom teaching responsibilities in order to support/coach/advise 26 probationary elementary school teachers, called PACT classroom teachers. To assess the outcome of the program, four instruments were administered to the PACT teachers at various times during the year: (1) Stages of Concern Questionnaire; (2) taped oral interviews; (3) the Alleman Mentoring Scales Questionnaire; and (4) an End of the Year Questionnaire. The data indicated that teachers considered the PACT program to be vitally important. A description of PACT, salient features of the program, the results of the research, and the benefits to all members of the consortium are discussed in detail. Copies of the assessment instruments are included in the appendices. (JD)

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A Higher Education and School District Partnership

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The Winning PACT:

A Higher Education
and
School District Partnership

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Executive Summary

Jefferson County Public Schools, Golden, Colorado, the University of Colorado at Denver (UCD), and Metropolitan State College (Metro), Denver, are participants in a consortium that allows 13 experienced elementary teachers with master's degrees called support teachers to be released from direct classroom teaching responsibilities in order to support/coach/advise 26 probationary elementary school teachers, called PACT classroom teachers. The objective of this collaborative program, entitled PACT (Professional Alternative Consortium for Teachers), is to provide significant contributions to teacher preparation and induction programs as well as provide a professional alternative for support teachers.

The PACT Program was established in response to the recommendations declared by Dr. John B. Peper, Superintendent of Jefferson County Schools, in Freedom to Excel for a New Century Generation: Focus on Excellence in Learning and Instruction (April, 1984). The significance of the PACT Program is the collaboration that unites a public school system with two institutions of higher education.

The PACT Program bridges the potential isolation of each institution through the establishment of this partnership. Jeffco teachers and administrators involved with PACT understand the goals and directions established by schools of education. Professors understand the needs of teachers and a school district

in the preparation of teachers. The partnership has resulted in better preparation of preservice teachers and increased possibilities of being hired, particularly in Jefferson County. For the 1988-89 school year, half of the PACT classroom teachers received their preparation at one of the institutions in the partnership and were taught or supervised in their preservice program by PACT support teachers. PACT provides prestigious professional roles for support teachers with faculty recognition at the university/college level and a mentoring role in the public schools. The institutions of higher education have access to the support teachers as adjunct faculty who teach classes and supervise student teachers.

An expected outcome of the program was improvement in the occupational adjustment and/or teaching performance of the PACT classroom teachers. To assess this outcome, four instruments were administered to the classroom teachers at various times during the year. These were the Stages of Concern Questionnaire (SoCQ), taped oral interviews, the Alleman Mentoring Scales Questionnaire, and an End of the Year Questionnaire.

Overall, the data indicated that having a highly competent, experienced teacher who is trained in mentoring, coaching, and consulting in the classroom of the PACT classroom teachers was perceived as vitally important. Support teachers curbed feelings of isolation for those classroom teachers who were new to a school or grade level. PACT classroom teachers reported greatest assistance with the following: (a) planning lessons and units;

(b) giving clear directions and explanations related to lesson content and procedures; (c) establishing a positive classroom climate; and (d) receiving feedback. The major strengths of the program for PACT classroom teachers were increased opportunities to implement new, helpful ideas, gained knowledge of curriculum and district procedures, and refined skills. In addition, these highly capable PACT classroom teachers are enrolled in a Master of Arts program at UCD and are paid a fellowship for their teaching experience. Thus, the PACT teachers receive support and feedback while putting theory into practice. A description of PACT, salient features of the program, the results of the research, and the benefits to all members of the consortium are discussed in greater detail in this paper.

Professional Alternative Consortium for Teachers (PACT):
Description and 2 Year Assessment

What is the nature of support that would be most helpful to the probationary teacher? Programs that offer support and assistance to the beginning teacher vary in organization, form, and span of time. In this paper a consortium between a public school district and two institutions of higher education is described and a 2 year assessment based on research data gathered throughout the 2 years is reviewed.

Description and Development of PACT

The Professional Alterative Consortium for Teachers (PACT) is a partnership between the Jefferson County Public Schools (Jeffco), the University of Colorado at Denver (UCD), and Metropolitan State College (Metro), Denver, that builds a bridge between a public school system and institutions of higher education. The program enables 26 selected probationary teachers (usually with none or 1 year teaching experience) to receive extensive assistance as beginning teachers while working on a master's degree at the University of Colorado at Denver. The program also provides for the release of 13 elementary classroom teachers called support teachers from their full-time classroom assignments to mentor the PACT classroom teachers and to teach classes at UCD and Metro. PACT classroom teachers and PACT support teachers are involved with both the district and higher education, linking these institutions into a full partnership.

The PACT Program was established in response to the recommendations by Dr. John B. Peper, Superintendent of Jefferson County Schools, in Freedom to Excel for a New Century Generation: Focus on Excellence in Learning and Instruction (April, 1984). Under the recommendations "Teachers for the New Generation" and "Building Bridges", Dr. Peper established a foundation for such a program. Similarly, Murray (1986) described the commitment of the Holmes Group to establish accreditation standards that reflect five major goals. One such goal was to connect schools of education with public schools. Dr. Bill Grady, Dean of Education at the University of Colorado at Denver, and Dr. Charlès Branch, Dean of Professional Studies at Metropolitan State College, were receptive to initial attempts to implement PACT as a pilot program for the 1986-87 school year. Funding for the pilot program was arranged by reallocating existing resources from Jeffco, UCD, and Metro. A grant from the Colorado Department of Education assisted during the evaluation of the pilot year.

As stated in the proposal for this paper, "the objective of the PACT Program is to provide significant contributions to teacher preparation and professional alternatives for support teachers through coordinated efforts of Jefferson County Schools, Metropolitan State College, and the University of Colorado at Denver" (p. 1). Critical outcomes for members of the consortium include the following:

1. Improvement in the level of occupational adjustment and/or teaching performance of certified PACT classroom teachers.
2. Participation and supervision by support teachers through coaching, mentoring, and teaching the classroom teachers. The support teachers also were provided the opportunity to interact regularly with professors and participate in research and/or other avenues of professional knowledge and skills development.
3. Participation by support teachers in teaching preservice courses and supervising student teaching was a demonstration of a successful cooperative endeavor between a school district and teacher training institutions (PACT, 1986).

This cooperative model placed joint responsibility on Jeffco, UCD, and Metro to enhance the professional skills of current employees in the school district as well as train teachers for employment. Representatives from all three organizations selected the 13 support teachers. It was Jeffco's responsibility to the consortium to identify candidates for the PACT classroom teacher positions who met both the district qualifications for employment and the university standards for admission into a Master of Arts program. Jeffco also provided 26 sites in elementary classrooms for the placement of PACT classroom teachers. Further, the Jefferson County Education Association supported the program and contract issues were

clarified. A jointly signed Memorandum of Understanding was the official statement of this collaborative support with the Association. In addition, a full time Program Liaison position was established and a staff development administrator was assigned to coordinate and supervise the program.

It was UCD's responsibility to the consortium to admit qualified graduate students into the M.A. degree program, involve the school district personnel in designing a Master of Arts degree with emphasis on improvement of instruction and other needs of the PACT classroom teachers, and to deliver the courses for this group of graduate students. Further, it was the joint responsibility of UCD and Metro to contribute to the recognition and renewed motivation of support teachers by providing collegial and intellectual interaction of support teachers with college and university faculty. These institutions of higher education named qualified support teachers as adjunct professors (PACT, 1986).

Support Teachers

The PACT model was based on the research about coaching, mentoring, and supporting beginning teachers. According to Showers (1985), teachers should coach each other. Coaching, as defined by Joyce and Showers (1982), is in-class follow-up by a supportive advisor who helps a teacher correctly apply skills learned in training. Professional development should generally include the following components to foster a change in practice: theory, demonstration, practice with feedback, and application

with coaching (Joyce & Showers, 1982). Without coaching or its equivalent, very few teachers will practice new teaching strategies or models until they become part of the working repertoire (Joyce & Showers, 1987).

Mentoring, on the other hand, is a relationship in which a person of greater rank or expertise teaches, guides, and develops a novice in an organization or profession (Alleman, Cochran, Doverspike, & Newman, 1984). A full mentor is one who supports the dream of the protege and helps the protege to grow personally and professionally (Krupp, 1985; Levinson, Darrow, Klein, Levinson, & McKee, 1978). Driscoll, Peterson, and Kauchak (1985) pointed out that the mentor needs expertise in observation, conferencing, and clinical teaching. Mentors are willing to help beginning teachers attain feelings of success. Krupp (1987) stated that mentors use their expertise to help proteges grow to maximum potential. They possess valued skills, allow themselves to be known as people, act as role models, teach, support people rather than talents, help proteges develop self-understanding, counsel, broaden the proteges' perspective, encourage growth and achievement, honestly communicate with proteges, help the other person advance, and educate proteges about the politics of the institution. Research demonstrates that a mentoring relationship benefits the mentor, the protege, the organization, and most of all the students involved (Driscoll et al., 1985; Lynch, 1980; Schmidt & Wolfe, 1980).

Recently the term "support teacher" has been introduced. The University of Texas at Austin conducted a study, the Model of Teacher Induction Project (Huling-Austin, Barnes, & Smith, 1985). Findings suggest that the involvement of a support or peer teacher is a valuable aspect of an induction program. Galvez-Hjornevik and Smith (1986) stated that support teachers are competent professionals who have the personal skills and desire to help newcomers to the profession. They serve as guides, supporters, facilitators, experts, advisors, and coaches to beginning teachers. Similarly, in a functional study of induction support at the University of New Mexico, Odell (1986) asked veteran teachers to record what support was asked for by new teachers and observe what assistance was offered by support personnel in response to the needs of new teachers. The clinical support teachers were selected on the basis of their demonstrated competency in the classroom, knowledge of the teaching, learning and developmental processes, and ability to offer empathic support to other adults. Hence, because their roles were similar to those described in other teacher induction programs, veteran teachers in the PACT Program became known as support teachers.

Selection. Ten full-time elementary classroom teachers were selected as support teachers for the PACT Program during the spring of 1986. Ages of these teachers ranged from 34 to 46. They were full employees of Jeffco with contract rights and benefits. Each was assigned two PACT classroom teachers. Minimum qualifications included 5 years of teaching experience,

extensive experience with Jeffco inservice training, and a master's degree. A Jeffco staff development administrator, a Jeffco elementary school principal, and faculty representatives from UCD and Metro were members of the selection committee. Support teachers were selected after initial screening and an extensive oral and written interview process. Their elementary classroom positions were temporarily filled by half of the PACT classroom teachers selected for the program. The support teacher position was originally designed to be a 1 year term. It was extended for a second year when the additional positions were added. After the second year, support teachers returned to the same elementary classroom assignment, unless they requested a transfer under contract policy. The program was expanded the second year to include 13 support teachers and 26 classroom teachers.

Responsibilities. Approximately half of the support teacher's time (at least 1 day weekly for each classroom teacher) is spent in the field assisting two PACT classroom teachers with the following: (a) curriculum content, lesson planning, lesson design, and procuring and organizing a variety of materials; (b) translating theory into practice; (c) providing feedback; (d) establishing a positive classroom climate; (e) assuring success for each student; (f) handling behavior problems; and (g) achieving classroom control. In addition, a support teacher is someone who listens as the classroom teacher talks with him/her and provides a sounding board for alternative ideas in teaching.

Support teachers also have professional responsibilities at the institutions of higher education. At UCD support teachers teach certification courses: Microteaching, Exploring Education, Models of Teaching, and Classroom Management. At Metro support teachers teach methods courses in curriculum development and classroom management, language arts and social studies methods, science and math methods, as well as an expressive arts course in the Early Childhood Program. In addition, support teachers supervise student teachers from both institutions. Professors and support teachers regularly plan and teach some university courses together. In most cases support teachers have accepted responsibility for designing syllabi for the courses they teach (Metzdorf, Schiff, & Ford, 1987).

Training. Support teachers receive instruction in and utilize the Clinical Supervision and Situational Leadership models in their mentoring and coaching of the PACT classroom teachers and in their observations of UCD and Metro students. They coach each other to refine their supervision skills and receive clinical supervision as a part of the district evaluation model. In addition, they receive advanced training in adult learning and in presentation and facilitation skills. Furthermore, support teachers have the opportunity to participate in conferences offered by the Colorado Department of Education or other school districts, attend the National Staff Development Council Conference, and participate in selected workshops, conferences, and/or meetings with other educators. In addition

to the formal training and workshops, the support teachers continue the informal training for their role by frequently discussing situations and seeking feedback from each other.

PACT Classroom Teachers

Applicants for the classroom teaching position in the PACT Program needed to be accepted into the District hiring pool, apply separately to be a PACT teacher, and meet the requirements for acceptance as a graduate student at UCD. Twenty teachers were selected as PACT classroom teachers the first year and 26 the second year for full-time elementary classroom assignments in Jeffco. They were employed by UCD as graduate fellows and began or continued work in the master's degree program. Tuition for two summers and two academic semesters at UCD was paid as a primary monetary benefit for the classroom teachers. Their coursework was evaluated by UCD instructors, and their teaching assignment duties were evaluated by the building principal.

Selection. Individuals selected for PACT had less than 3 years teaching experience in Jefferson County. The first group of 20 had only one person (5%) with no previous teaching experience. In the second group, in 1987-88, 56% were starting their first teaching assignment. Of the 46 classroom teachers selected during two years, 93% were female. For the first year 29% had completed preservice training at UCD or Metro, compared with 42% in the second year.

Now that PACT has been in place for 2 years, it appears that the profile of a successful PACT classroom teacher includes the following components: seeks feedback for growth, is flexible, is able to handle stress, is self-confident, and has completed an exemplary student teaching experience. Age is not perceived as a factor in willingness to receive feedback. More than 2 consecutive years of teaching experience prior to being in PACT is perceived as a factor in diminished willingness to accept feedback and make changes. PACT is not designed to be a remedial program and has had little success when remediation was necessary.

Induction support. Fuller and Bown (1975) postulated that there are three distinguishable kinds and stages of concern that are characteristic of teachers: (a) survival concerns; (b) teaching situations concerns; and (c) concerns about pupils, their learning, their social and emotional needs, and relating to pupils as individuals. Hall (1982) described some of the stresses and perils of being a first year teacher who is trying to survive in the classroom. Veenman (1984) discussed the reality shock and changes in behavior and attitudes that first year teachers experience. "Knowledge of the problems faced by beginning teachers in their first years of teaching may provide important information for the improvement and (re)designing of preservice and inservice programmes" (p. 143). Odell (1986) concluded that support needs of experienced teachers who are new to the school system are not remarkably different from the

support needs of first year teachers. "Apparently there are common needs for all teachers who are in a transition position that are not totally transcended by prior teaching experience" (p. 29). Although PACT was not strictly an induction program for beginning teachers, outcomes of the research on staff development and induction programs became the foundation for advanced theory, practice, and support.

Professional growth. Prior to beginning the school year, support teachers taught a Classroom Management course for three semester hours of graduate credit to the PACT classroom teachers. This was part of the classroom teachers' approved Elementary Education Master of Arts Degree program at UCD. Additionally, all of the PACT classroom teachers were enrolled at UCD during Fall Semester 1986 and Spring 1987 in the Advanced Practicum course. Three credit hours per semester were earned in these courses by meeting criteria related to their classroom teaching experience. Support teachers evaluated their teaching and classroom management skills for the Advanced Practicum course based on these criteria.

In addition to the practicum course, each PACT classroom teacher was enrolled in a UCD class on campus. For the second year of the program, it was determined that all PACT teachers would remain a group and take classes together throughout their degree program. These classes were offered off campus. In

addition to the practicum, this second group completed Models of Teaching in the fall and Children's Literature as their spring course.

Program Liaison

A full time liaison coordinated the partnership between the school district and the institutions of higher education and responded to the concerns of the support teachers. The liaison managed partnership tasks such as arranging meetings, coordinating PACT school district activities, visiting different elementary school sites where PACT classroom teachers were assigned, coordinating information from UCD to the classroom teachers, and establishing the selection process of PACT classroom teachers. She also conducted the evaluation of the pilot year.

Financial Considerations

Funding support for the PACT Program was derived from reallocations of existing budgets at the three cooperating institutions. Jeffco contributed the resources originally budgeted at the average teacher salary plus benefits for the teaching positions filled by the PACT classroom teachers. UCD and Metro contributed the resources budgeted for college course instruction, intern supervision, and field supervision of student

teachers, assignments served by the PACT support teachers. These total resources were then used to pay for the expenses of the program.

The costs were kept within the total of the originally budgeted revenues because the PACT classroom teachers were paid a fellowship slightly below the beginning teacher salary and did not receive Jeffco's benefit package. UCD and Metro used the PACT support teachers in lieu of hiring additional faculty. The program costs also included the salary for the program liaison.

Research

Many of the support teachers selected a specific area for growth such as teaching in a new curriculum area, writing for publication, or conducting research. The support teacher who is the co-author of this paper organized a research project that monitored the concerns, stress, and occupational adjustments of the PACT classroom teachers. Data also were collected regarding the extent of help given by the support teachers and the major strengths of the program. An expected outcome of the program was improvement in the occupational adjustment and/or teaching performance of the PACT classroom teachers (PACT, 1986). The research project benefited the support teachers by contributing to their professional development, the district by assessing and fine tuning PACT, and higher education by adding to the data base. The results of these data are presented in the next section of this paper.

First-Year Assessment of PACT

The professional partnership of PACT bridges a public school system with two institutions of higher education. It acclaims the belief that institutions need to cooperate with one another to achieve common goals. If institutions are to improve, the individual members must continue their professional growth experiences and training. Introducing a new teacher or one in transition to a school system is a complex process that involves numerous changes. The Concerns-Based Adoption Model (CBAM) is a model for change that focuses on the individual (Hall, Wallace, & Dossett, 1973). "It assumes that individuals grow in both their feelings toward and their use of new programs and that, in order to facilitate that growth, one must tailor assistance to specific developmental needs" (Loucks & Zigarmi, 1981, p. 4). A part of the CBAM, the Stages of Concern Questionnaire (SoCQ), was one of the instruments used to collect data. It clarified the nature of the support and assistance that would be most helpful for the classroom teachers.

Just as individuals experience stages of concern, mentoring relationships also go through stages. Krupp (1987) discussed three: initiation, the mentoring process, and termination. Similarly, Bird (1983) explained four phases of a mentoring program: (a) mentors must be carefully selected and matched with proteges; (b) the mentor-protege pair must be trained to work together harmoniously; (c) support personnel must be trained to

provide supervision, formative evaluation, and additional training during the mentoring process; and (d) summative evaluation must be effective to determine mentor impact and protege gains. Although the support teacher-PACT classroom teacher alliance was not a mentoring relationship per se, the nature of the support provided enhanced the development of probationary teachers.

In the study an attempt was made to answer seven questions:

1. In what ways did the PACT Program contribute to improvement in the level of occupational adjustment and/or teaching performance of certified PACT classroom teachers?
2. How did the PACT classroom teachers feel about themselves and their teaching?
3. Will PACT classroom teachers remain interested in the teaching profession?
4. What was the nature of the assistance which impacted the performance of PACT classroom teachers?
5. What aspects of the PACT Program were most stressful to the PACT classroom teachers? What were their stages of concern?
6. What were the major strengths of the PACT Program?
7. What should be different or modified about the PACT Program for next year?

Procedure

Three different instruments were administered to the PACT classroom teachers at various times during the pilot year: (a)

the Stages of Concern Questionnaire (SoCQ), (b) a taped oral interview, and (c) an 80-item End of the Year Questionnaire.

The SoCQ, as adapted for this study, is a 35-item, Likert-scaled ("not true/very true of me now") instrument which elicits a respondent's current degree of concern about teaching (Hall & Loucks, 1978). The respondents' SoCQ profiles were analyzed according to the guidelines contained in Taking Charge of Change (Hord, Rutherford, Huling-Austin, & Hall, 1987). The seven stages of concern are labeled and sequenced as follows:

Stage 0: Awareness -- I am not concerned about the innovation.

Stage 1: Informational -- I would like to know more about it.

Stage 2: Personal -- How will using it affect me?

Stage 3: Management -- I seem to be spending all my time getting material ready.

Stage 4: Consequence -- How is my use affecting kids?

Stage 5: Collaboration -- I am concerned about relating what I am doing with what other instructors are doing.

Stage 6: Refocusing -- I have some ideas about something that would work even better.

Teaching is the innovation assessed by the SoCQ. While there is not a concrete definition of this term, results from the instrument were used to assess the occupational adjustments and to modify behaviors of the support teacher when working with the

PACT classroom teacher. Usable data were available from 17 of the 20 PACT classroom teachers in the first year and 24 of the 26 in the second year.

In this study the SoCQ was administered at three periods during the year so that each individual's concern profile could be graphically illustrated over time. The classroom teachers also were interviewed four different times with a set of questions regarding each subject's feelings about self, changes in his or her teaching, the decision to remain in teaching, the stresses of the program, the extent of the support and the source(s) of that support, and the teaching experience in relation to expectations. Also, an End of the Year Questionnaire was administered to determine the major strengths of the PACT Program, the nature of the assistance provided by the support teachers, and the areas of stress for the PACT classroom teachers. Interview and questionnaire responses were then used to clarify individual profiles at the various periods of the probationary year. The interviews and the End of the Year Questionnaire were adapted from the work of Odell (1986) at the University of New Mexico. See Appendix B.

PACT Program Outcomes

Analysis of the data provided answers to the seven questions noted earlier.

Outcomes for PACT classroom teachers.

1. In what ways did the PACT Program contribute to improvement in the level of occupational adjustment and/or teaching performance of the PACT classroom teachers?
2. How did PACT classroom teachers feel about themselves and their teaching?

PACT classroom teachers indicated that without the PACT Program, they would not have sought and received assistance and feedback equal to what was provided during the year. Further, they reported that the assistance received improved their teaching competencies. During interviews before the school year began, PACT classroom teachers indicated that they were excited to be part of the program and were hoping that their teaching skills would be refined. The professional outcomes they anticipated were being a more effective teacher, increasing self-confidence, and being more "employable" the next year.

By the third interview (conducted in January), classroom teachers indicated that because of the assistance they had received from their support teacher, they had refined their teaching skills in the following areas: (a) classroom management; (b) lesson plan format; (c) efficiency in planning, organizing, and coping; and (d) using math manipulatives and implementing the writing process. Responses included:

> The changes I have made in my teaching are those related to using instructional time more effectively.

I use centers in my reading program, whereas before the centers were for anyone finishing their seatwork. My support teacher encouraged me and then set up the centers for a few weeks to get me started.

I feel more comfortable with my own teaching style and ability. My classroom management has improved just since being in the program. My support teacher has helped in all of the changes.

I have become more consistent in every routine activity and discipline as a result of support teacher assistance.

I feel that I'm a better classroom manager--more confident and assertive in dealing with children, parents, school personnel, and administrators.

During the fourth interview administered in May, PACT classroom teachers indicated that the major changes in their classroom were in the areas of classroom management and relating to students. The major change seen in themselves was increased self-confidence. Comments included:

I feel more confident. My lesson plans are getting better. I use closure. I've tried different models of teaching.

I don't cry as easily anymore. I'm more sure of my teaching.

I'm more comfortable with kids. I question myself less.

I'm more willing to change and try new things. I'm more organized.

When asked at the end of the year to describe "the kind of teacher you thought you were before the PACT Program," 63% rated themselves as "average" and 25% rated themselves as "above average". When asked to describe "the kind of teacher you think

you are now," 82% rated themselves as "above average" and 18% rated themselves as "very good". Not one PACT classroom teacher rated him/herself "average" at the end of the school year. It appears, therefore, that the PACT Program provided an improvement in the level of occupational adjustment, self-confidence, and in the perceived teaching performance of the PACT classroom teachers.

3. Will PACT classroom teachers remain interested in the teaching profession?

When asked how long they planned to stay in the teaching profession, 69% indicated "indefinitely" and 25% indicated 6-10 more years.

When asked why they decided to be a teacher, 55% indicated that they enjoy teaching and like to work with children. Others indicated that they wanted to make a difference in how children learn or that it was rewarding to see children excited and pleased with their learning. Still others indicated that they were good at it or teaching was a life-long dream. When asked if teaching had been similar/different from what was expected, respondents indicated that it was much more work than expected, that it was everything they thought it would be, or that they were more excited about teaching now. Comments included:

> This is where I belong. I want to be with kids.
>
> There are few professions where you do make a difference and affect kids for the rest of their lives.
>
> I'm continuing because that is what I do.
>
> I love it. It's challenging.

I enjoy it and still have lots to learn and there's lots of growth to take place.

Process variables helpful and stressful to PACT classroom teachers.

4. What was the nature of the assistance which impacted the performance of the PACT classroom teachers?

When asked specifically to indicate where the most support/assistance was received from the support teacher, PACT classroom teachers indicated that most helpful was having someone to talk to, someone who would listen. Listed as other areas of most help were: (a) support teachers could be contacted if needed, (b) professional competencies improved because of PACT, and (c) support teacher offered constructive feedback. This seems to verify that the support teachers were perceived in the collaborative, advising, and advocating roles they attempted. The nature of the help provided included the following: (a) planning lessons and units, (b) giving clear directions for lesson content/procedures, (c) establishing a positive classroom climate, (d) dealing with students' individual differences, (e) achieving classroom control, (f) procuring materials, (g) knowledge of curriculum content, (h) classroom organization, and (i) translating theory into practice.

5. What aspects of the PACT Program were most stressful to the PACT classroom teachers? What were their stages of concern?

Work on the MA degree was listed as the most stressful component of the program. The Classroom Management course offered in August also was perceived as stressful. PACT classroom teachers indicated that the assigned grade level and school were satisfactory. Further, PACT classroom teachers were comfortable with relying heavily on the support teacher for materials and ideas even though this may have been stressful at times. Twenty-four percent of the respondents indicated that working with the support teacher was not really stressful, while the remainder viewed the presence of the support teacher in the classroom as causing some stress.

The Stages of Concern dimension of the Concerns-Based Adoption Model (CBAM) focuses on the concerns of individuals involved in change (Hall, 1979). The Stages of Concern Questionnaire (SoCQ) was selected because it is client-centered. It identified the special needs of the PACT classroom teachers and enabled the support teacher to provide appropriate, vital assistance in a timely manner. "An individual is likely to have some degree of concern at all stages at any given time, yet our studies have documented that the stage or stages where concerns are more (or less) intense will vary as the implementation of change progresses" (Hord et al., 1987, p. 30).

Although the PACT Program includes an on-going mentoring relationship with each of the subjects, it appears that this has influenced the Stage 5 (collaboration) and Stage 6 (refocusing) concerns in that all the profiles showed atypically high

intensity for those two stages when compared to the relative intensities of the other stages (awareness, informational, personal, management, and consequence). The consistently high intensity throughout the year is attributal to the networking opportunities and mentoring support provided to assist in focusing and reassessing growth. When data were analyzed Stage 5 and 6 concerns were not included in the analysis. Profiles clustered into the following categories:

Category I -- Informational (stage 1) concerns are higher than management (stage 3) or consequence (stage 4) concerns;

Category II -- Management (3) is higher than informational (1) or consequence (4) concerns; and

Category III -- Consequence (4) is higher than management (3) or informational (1) concerns.

The outcomes of the SoCQ profiles are summarized as follows:

September, 1986

Category I	Category II	Category III
6%	63%	31%

January - May, 1987

Category I	Category II	Category III
0%	25%	75%

Some teacher in both categories II and III showed higher Stage 2 personal concerns that Stage 1 informational. It was found for those teachers, additional attention was needed to support their feelings about self as related to their teaching.

When interviewed at the initiation stage of the program, the PACT classroom teachers validated the outcomes on the instrument. Teachers indicated that time management was their greatest concern. Other concerns cited were classroom management, discipline problems, meeting individual needs of students, and the university class.

When interviewed in January, PACT classroom teachers indicated that the biggest challenges were effectively teaching all the required skills in the curriculum, student behavior/attitudes/discipline problems, and time management. Statements of concern included:

> There are not enough hours in the day. At the first of the year I was just concerned with teaching. Now I'm concerned with doing a good job, teaching, taking care of my children, having time for my husband, doing well in my UCD class, and keeping up my house.
>
> . . . trying to become organized and getting to know the curriculum. It's very difficult having a new grade level and school.
>
> At the beginning of the year I needed more planning time. Now I need more teaching time.
>
> My concerns are a little more long term. Where will I teach next year? How will the masters program fit in? At the beginning of the year my concerns were very short term.

When interviewed in May at the termination stage of the program 71% indicated that they would be a teacher in the PACT Program if they had to do it over. Concerns expressed about doing it again were that it required too much time for a second year teacher, there were stresses in one's personal life, and

doing the master's program was difficult. Getting things finished for the end of the year (e.g., completing curriculum and paperwork) also concerned classroom teachers. Classroom management was stated often (57%) as the teaching area of most difficulty. Statements of concern included:

> Where am I going next year? Will I face another grade level? I don't feel the pressure of time like I did in winter.
>
> My major concern is being on my own without support and remembering what I've learned.
>
> I'm concerned about just getting things finished for the end of the year. Summer school courses (UCD) start before I'm finished at my school.

Intervention patterns. For teachers in the three categories cited earlier, the following intervention patterns were implemented:

Category I -- The support teacher provided more instruction to the PACT classroom teacher of how to use a skill. For example, careful attention was given to instruction in the area of classroom management, and the support teacher was available to assist, describing behaviors as new concerns occurred. Classroom teachers in this category let the support teacher tell them how to do the instruction.

Category II -- Behaviors of the classroom teacher were described by the support teacher and probing questions were asked. For example, the support teacher asked the classroom teacher to describe in behavioral terms about preparations for the next day, how materials were to be handed out, or

how students were to be moved from one classroom to the next. Those teachers who are in Category II were asked to analyze their own behaviors related to their management needs.

Category III -- Classroom teachers described their own behaviors based on how the students were performing related to instruction. For example, the support teacher asked the classroom teacher to explain why the lesson was taught using particular strategies. Rather than describing behaviors related to management needs, these teachers described behaviors related to individual students.

In summary, work on the MA degree was the most stressful component of the program. For 75% of the PACT classroom teachers the presence of the support teacher in the classroom was stressful even though it was also considered helpful. The PACT Program was perceived as most successful when support activities were designed according to the developmental needs of the classroom teachers. PACT classroom teachers' concerns seemed to be influenced by personal feelings about the PACT Program, the school and community setting, feelings of self-confidence, and the kinds of interventions and assistance received from the support teacher related to the SoCQ profiles.

Strengths of the PACT Program.

6. What were the major strengths of the PACT Program?

When asked to respond to an open-ended question about the major strengths of the PACT Program, classroom teachers listed the following: (a) new, helpful ideas could be tried and adapted to fit needs; (b) knowledge of curriculum and school district; (c) refinement of skills; (d) support teacher giving immediate feedback and being positive and helpful; (e) opportunity to begin MA; (f) opportunity to network and exchange ideas among participants, gain friendships; and (g) growth in self, self-confidence. Thus, personal as well as professional needs were met. The participating classroom teachers believed that the PACT Program contributed to the improvement of teaching.

Areas to target for change.

7. What should be different or modified about the PACT Program for next year?

After completing this year's pilot project and reflecting on strengths and areas for improvement, several modifications in the components of the program were recommended. When the PACT classroom teachers were asked what they would do differently next year, comments included the following: (a) being more careful with long range plans and organization, (b) being consistent with discipline and classroom management from the beginning of the year, and (c) improving curriculum areas by using math manipulatives or an eclectic approach in reading.

When the support teachers were asked what they would do differently next year, their comments addressed the following areas: (a) setting specific goals with each intern, being conscious of building a trusting relationship, and meeting with principals to discuss norms of the school and expectations of the classroom teacher and support teacher; (b) practicing clinical supervision more and gaining more knowledge about teaching adults; and (c) analyzing and modifying the strategies used and observed this year when designing and delivering content in university teaching.

When asked, "Why have you decided to continue as a support teacher next year?" statements included:

> I look forward to refining my skills as well as gaining more information. Refining my skills in the areas of clinical supervision will help me to be a more effective teacher when I return to the classroom.
>
> I want to "polish" what I have learned to do this year.
>
> I want the opportunity to continue my professional growth outside the classroom.

Recommendations

Several recommendations for modifications in the PACT Program were accepted for implementation for 1987-88, including the following: (a) modify the Classroom Management course offered to PACT classroom teachers in August, (b) allow all PACT classroom teachers to be enrolled in the same university class at UCD the first semester, (c) expand the PACT program to include more support teachers and classroom teachers, (d) increase the

numbers of first year teachers in the program, (e) expand the support teacher position to a 2 year appointment, (f) offer more extensive and on-going training to support teachers throughout the year, and (g) continue to collect research data and use the data as the basis for making improvements in the program. Another recommendation which has not yet been implemented was expanding the program to the secondary level and/or special education.

Modify Classroom Management course. In consideration of the concerns about management (stage 3) expressed by the PACT classroom teachers in August and the stress caused by beginning the MA program, being assigned a new school location and/or grade level, and taking the three semester hour Classroom Management course taught by the support teachers in August, it was recommended that the content of the Classroom Management course be modified. Rather than including all of the components of classroom management, curriculum content, and year-long planning within 1 week in August, it was recommended that support teachers modify the content by teaching two days of classroom management and allowing two days for goal setting, year-long planning, and facilitating the classroom teacher network. The remaining hours would be offered in sessions throughout the first semester and would address the curriculum content at that time. This revised format allowed informational, personal, and management concerns to be addressed immediately. Task concerns about curricula and

unit planning were addressed at various times during the fall, thus relieving some of the stress experienced at the beginning of the pilot year.

Enrollment together in first UCD class of MA program. The second year, all PACT classroom teachers were enrolled in a Models of Teaching course offered at UCD in the Fall semester. The benefits to this arrangement were that the process of establishing a support group continued for the PACT classroom teachers. Further, models learned were tried in the classroom when a support teacher was present to advise and offer feedback.

Expansion of PACT. During the 1987-1988 school year, 26 PACT classroom teachers and 13 support teachers comprised the PACT Program. Support teacher positions were extended to include the 2 year appointment. Over half of the classroom teachers selected for the second year were first year teachers. This changed the dynamics of the classroom teacher group and support teachers modified the nature of their support. It was decided to contain the PACT Program at the elementary level for the 1987-88 school year, but as the program continues to succeed, expansion to junior high, high school, and areas of special education were recommended.

Training for support teachers. Showers (1985) stated that the training of coaches is a continuing activity, as is coaching itself. The support teachers completed the Clinical Supervision training early in the school year. Situational Leadership was offered in training sessions later in the school year. Training

was recommended in the areas of teacher induction, mentoring, adult learning, advanced supervision, leadership/consulting skills, and presentation skills. Time allotted weekly for support teachers to discuss strategies and receive feedback from other support teachers was to be continued. In this way support teachers fostered their own support group.

Continue research. Through taped interviews, administering the CBAM instruments, and informal observations and conversations, the process of interpretive, participant observational fieldwork research continued on an ongoing basis. In this way the needs of the classroom teachers were assessed and the nature of the support was modified to better meet those needs. Further, by continuing to read current literature in the areas of teacher induction programs, adult learning, mentoring, peer coaching, and leadership, the support teachers, the Program Liaison, and the Staff Development administrator learned of alternative ideas and strategies which were implemented in the PACT Program. For example, Wagner and Yee (1985) stated that the primary function of mentor teachers is to provide assistance and guidance to new and experienced teachers, provide staff development, and develop special curricula, but they may not evaluate other teachers. It was recommended, therefore, based on the literature, that the support teachers not evaluate the PACT classroom teachers for the three hours of Advanced Practicum taken each semester.

Other areas of research in which data could be collected included the following: (a) other viewpoints on progress of PACT classroom teachers, (b) effective teaching, (c) staff relations, (d) teacher induction, (e) stress management, (f) comparisons and contrasts with a group of classroom teachers not in the PACT Program, and (g) effect of PACT on the support teachers.

Second-Year Assessment of PACT

Based on recommendations discussed previously the implementation of the PACT Program was modified from the pilot year. PACT is a fluid program, and it is possible that its appearance in 5 or 10 years will not resemble what it is today. The needs of individuals, of institutions, and of the state will influence changes.

Procedure

During the second year of the program, the same three instruments (the SoCQ, the taped oral interviews, and the End of the Year Questionnaire) were administered to the PACT classroom teachers at the various times indicated previously. In the second year three taped oral interviews were conducted instead of four. The End of the Year Questionnaire was modified somewhat after the first year. See Appendix B.

Additionally, a fourth instrument, the Alleman Mentoring Scales Questionnaire, was administered to the support teachers and to the PACT classroom teachers in November and in April of

the second year. The purpose was to report in detail on the amount and quality of the mentor practices in each support teacher/classroom teacher relationship. See Appendix B.

Forms A and B of the questionnaire were developed in 1987 by Elizabeth Alleman at Leadership Development Consultants, Inc., Mentor, Ohio. Form A was administered to the support teachers while Form B was administered to the classroom teachers. By December and again in May a Mentor Practices Profile (Alleman, 1985) was provided to each support teacher. Each profile showed the extent of the perceived mentoring activities in the relationship. Results were then discussed with the classroom teachers and adjustments were made in the mentoring practices according to the feedback received.

Implementation of Recommendations

Although most of the recommendations made after the pilot year were implemented during the 1987-88 school year, only a few will be highlighted here.

Training for support teachers. The recommendation to continue training for the support teachers during the second year was fulfilled extensively. The 13 support teachers completed Part II of the Clinical Supervision training. In conjunction with this, the Trainer of Trainers course was offered. In November, 1988, support teachers also attended a training seminar conducted by Elizabeth Alleman on mentoring practices. Support teachers paired up with one another to participate in peer

coaching. Further, at weekly meetings time was allotted for support teachers to discuss strategies and receive feedback from other support teachers. Support teachers indicated that an important feature of PACT was this ability to work with peers and learn from them. In this way their professional growth continued during the second year of the program.

Enrollment together in first UCD class of MA program. In the Fall of 1987 PACT classroom teachers were enrolled in a Models of Teaching course based on the text by Joyce and Weil (1986). This was taught by the PACT support teachers at a campus location nearer to their classroom teaching assignments. On the End of the Year Questionnaire, when indicating the extent of implementation of these models in their classroom (1 = "Not at all" to 5 = "Extremely"), the mean was 4.61. Enrolling the classroom teachers together seemed so successful that during the second semester, PACT classroom teachers again enrolled together in a Children's Literature course taught by one of the instructors from UCD. Later in the year, when PACT classroom teachers were asked to comment on the four strengths of the PACT Program, ranked highest were the support of the people in the same position as well as that of the support teachers.

Modify Classroom Management course. Rather than including all of the components of classroom management, curriculum content, and year-long planning within one week before schools started in August, support teachers modified the content by teaching classroom management skills for two days and allowed two

days for goal setting, year-long planning, and facilitating the PACT classroom teacher support group network. The remaining hours of the three-credit course were offered in Saturday sessions throughout the first semester, addressing such needs as curriculum content, parent-teacher conferences, and report cards. The stress was reduced by modifying the course in this way. On the End of the Year Questionnaire, when indicating the stress levels (1 = "Not at all" to 5 = "Extremely stressful"), the mean for the session in August was 2.63 and the mean for the Saturday sessions was 3.17.

Outcomes of the Second Year

For the most part results of the second year concurred with the results of the first year. What will be reported here are the ways in which the outcomes differed in the second year.

Professional outcomes. During interviews conducted before the school year began, PACT classroom teachers anticipated that they would become better teachers faster and have more job security as the first year group had indicated; however, those in the second year anticipated that immediate feedback from their support teachers would be most valuable. Knowing what you are doing well, what needs to change, and where to go for materials were listed as professional needs. Responses included:

> I want to get better at teaching. I want immediate feedback that is helpful -- get glad about what I do well and appreciate what I need to change.
>
> I want to be a master teacher someday.

By the time the second interview was conducted in January, classroom teachers indicated that because of the assistance they had received from their support teacher, they had refined their teaching skills in curriculum, classroom management, using math manipulatives, and implementing the writing process. What was different in this second year was the implementation of the various models of teaching. Responses included:

> I use different models -- due to the Models class. There's more variety in my lesson plans.
>
> I use more manipulatives in math. I use literature in reading. I emphasize oral language as well as written language -- all with the help of my support teacher and the Models class.
>
> I feel I have become more confident in my teaching abilities. I feel more organized and less overwhelmed.

During the last interview administered in May, 1988, PACT classroom teachers indicated that the major changes in their classrooms were in the areas of lesson plan format and practicing a variety of strategies and models of teaching. Again, the major change seen in themselves was increased self-confidence. Responses included:

> I now feel I'm a better teacher. I now have confidence. I see my students learning.
>
> I don't get grumpy on Sundays anymore.
>
> There are days when the "Help Wanted" sign at McDonald's looks pretty good. Overall, though, I'm glad I'm a teacher. I couldn't imagine myself being anything else.

> I have seen myself gain greater confidence in my teaching skills this year. This is giving me the courage and time to build upon what I know I can do already and continue to improve and try new ideas. I also feel I have some skills that I can share with others.

When asked how long they planned to stay in the teaching profession, 92% of the second year group indicated "indefinitely", compared to 69% in the first year. It appears, therefore, that having their own support group through attendance in classes together and a positive first year experience contributed to a positive attitude about continuing in the profession. Fifty-six percent of the PACT classroom teachers were first year teachers in this second year of the program as compared to 5% the first year of the program (average 2.73 years teaching experience compared with 3.8 years during the pilot year).

When at the end of the year teachers were asked to describe "the kind of teacher you thought you were before the P[illegible] Program," 54% rated themselves as "average" and 42% rated themselves as "very competent". One rated herself "below average". When asked to describe "the kind of teacher you think you are now," 58% rated themselves as "very competent" and 33% rated themselves as "extremely competent". Two rated themselves as "average". Not one PACT classroom teacher rated herself as "below average" at the end of the second year. Therefore, this appears to confirm that the PACT Program provides an improvement

in the level of occupational adjustment, self-confidence, and in the perceived teaching performance of the PACT classroom teachers.

Process variables helpful to PACT classroom teachers. When asked to indicate where the most support/assistance was received from the support teacher, PACT classroom teachers of the second year indicated that what was most helpful was the improvement in professional competency. Those in the first year listed having someone to talk with, someone who would listen as the primary support. Other variables were similar.

With the exception of utilizing and receiving feedback on the various models of teaching, the nature of the help given by the support teachers was similar for the first and second years, but the order of importance varied. Ranked in order of importance for the second year were the following: (a) selecting materials, (b) establishing a positive classroom climate, (c) giving clear directions, (d) implementation models of teaching; and (e) planning lessons and units.

Once again the data seem to indicate that the support teachers were perceived in the collaborative, advising, and advocating roles that they attempted. Their influence in teaching the Models of Teaching course and giving feedback to the PACT classroom teachers also was evident.

Variables stressful to PACT classroom teachers. When asked to rate what aspects of the PACT Program were most stressful (1 = "Not at all" to 5 = "Extremely stressful"), the Classroom

Management course offered on Saturdays in the Fall was highest (mean = 3.17). Next was the work on the MA degree (mean = 3.13). Having the support teacher in the classroom (mean = 2.00) and relationships with other staff members (mean = 2.00) were rated low. These results differed from those of the first year. Perhaps it can be implied that the recommendations to modify the program after the first year helped reduce the extreme stress experienced by the classroom teachers.

Results on the Stages of Concerns (SoCQ) profiles were similar to the pilot year. The outcomes of the SoCQ profiles are summarized as follows:

September, 1987

Category I	Category II	Category III
4%	58%	38%

January - May, 1988

Category I	Category II	Category III
0%	29%	71%

When interviewed about what challenges were facing them at the initiation stage of the program, the teachers again listed classroom management, consistency with discipline, and time and stress management as concerns. When interviewed in January, PACT classroom teachers indicated that the biggest challenges were time management and motivating the students or individualizing curriculum. Statements of concern included:

> My biggest challenge is meeting the needs of the various levels of the students and finding the time to give individual help to the many low ability students in the class who need it.

My biggest challenge is keeping organized.

Time management. I am trying to make lists, schedules and goals. I feel like I'm a juggler. I can't keep all the pieces up in the air at one time.

When interviewed in May, 1988, 100% of these second year respondents indicated that they would be a teacher in the PACT Program if they had to do it over compared with 71% in the first year. When asked if they would recommend PACT to a friend, the mean was 4.79 (1 = "Not at all" to 5 = "Extremely"). Thus, PACT was perceived as a positive experience by the participants. The PACT Program was most successful when support activities were designed according to the SoCQ profiles of the classroom teachers.

The ability of the support teachers to adapt their interventions during the second year improved based on previous experience and knowledge gained in the pilot year. Selection of the PACT classroom teachers was more specific as a result of the research and experiences of that first year.

Recommendations

Recommendations for modifications in the PACT Program were accepted for 1988-89, including the following: (a) modify the Classroom Management course offered to PACT teachers in August, (b) continue to allow the PACT classroom teachers to be enrolled together in university classes, (c) expand the PACT Program to include more support teachers and classroom teachers, (d)

increase the number of the first year teachers in the program, (e) continue to leave the support teacher position as a 2 year appointment, (f) offer ongoing training to support teachers throughout the year, (g) continue to collect data and use the data as the basis for making improvements in the program.

Modify Classroom Management course. Considering the concern by the PACT classroom teachers that three Saturdays were consumed with classes, the Classroom Management course was taught for 5 days in August and the remaining hours were completed in 2 half days on Saturdays during the Fall. On the fifth day of the week long class in August, support teachers met with classroom teachers in their classrooms to begin assistance with room arrangement, classroom organization, and planning. Feedback from the classroom teachers indicated that the course should be completed in 5 days before the school year begins because they would have liked some of the content earlier in the school year.

Enrollment in UCD classes. The process of establishing a support group where ideas and materials can be shared was considered to be of great value to the classroom teachers. Hence, during their degree program classroom teachers are enrolled in UCD classes together.

Expansion of PACT. During the 1988-89 school year, 28 PACT classroom teachers and 14 support teachers comprised the PACT Program. Support teacher positions are 2 year appointments. Sixty-one percent of the 28 classroom teachers are first year teachers, 32% are second year teachers, and 2 had half time

teaching experiences before being in PACT. One of the support teachers is an instructor at the University of Northern Colorado (UNC) in Greeley. Thus, support teachers now instruct at three institutions of higher education: UCD, Metro, and UNC.

Training for support teachers. Time is allocated at weekly meetings for the support teachers to discuss strategies and receive feedback from other support teachers. In this way support teachers foster their own support group. Support teachers also are enrolled in a course entitled Cognitive Coaching.

Continue research. Certainly the data collected in the first two years were used to modify and improve PACT. The needs of the classroom teachers were assessed and the nature of the support was modified to better meet their needs. It is recommended that this research continue so that the program will continue to improve.

Other areas of research in which data could be collected include the following: (a) comparisons of the needs and concerns of first year teachers in the program with those who have more than one year's experience, (b) needs of support teachers in the program during the first year compared with those completing a second year in PACT, (c) effect on support teachers for those returning to an elementary classroom teaching position after being in PACT for two years, and (d) longitudinal study of

students taught by PACT support teachers in preservice courses and/or supervised in student teaching who later are PACT classroom teachers.

Discussion

PACT is an unique program. Although there are other school district/higher education consortia, such as the University of New Mexico/Albuquerque Public Schools cooperation (Odell, 1986), which is administered by the university, PACT is administered by the school district and not by the higher education institution. PACT resembles the Model Teacher Induction Program (MTIP) of the Research and Development Center for Teacher Education (R&DCTE) at the University of Texas at Austin (Huling-Austin et al., 1985) in that the characteristics and roles of the support teachers are comparable. Certain components of the California Mentor Teacher Program (Wagner, 1984) match the PACT Program: Mentors are trainers of new teachers and "fellows" in a teacher training academy. Further, PACT parallels the Teacher Advisor Project at the Marin County Office of Education in California (Kent, 1985; Little, 1985) in that peer teachers act as advisors and facilitators. Additionally, PACT has similar elements to the Keystone Project in Fort Worth, Texas Independent School District (Leggett & Hoyle, 1987) where teachers act as their own staff developers. PACT relates to Michigan State University's Institute of Research on Teaching program (Feiman-Nemser, 1983) in that learning to teach includes an induction phase. It also

relates to North Carolina's statewide teacher induction program in which state guidelines specify that beginning teachers be provided a support team (Hawk, 1986-87). However, PACT is unique because of the synthesis of mentoring, advising, supervising, and supporting roles. PACT is unique because of the intense mentoring component. Support teachers are with the PACT classroom teachers at least one full day each week. PACT also allows the support teacher the opportunity to develop courses, be a college/university instructor who interacts professionally with professors, and participates in research.

The cooperative efforts of PACT benefit all members of the consortium. Building bridges across institutions is a two-way street. Higher education benefits from this collaboration because the support teachers couple their first hand knowledge of the classroom and implement theory into practice. This year, for example, support teachers taught 12 sections of education courses and supervised five lab sections, reaching over 500 preservice teachers. Professors interact with these teacher practitioners in collegial relationships for the revision of classes, programs, and/or development of syllabi. The advantage to the school district from creating this bridge is that the 26 probationary teachers become professional teachers more quickly.

Some of the following comments were shared during the interviews:

> I think PACT is an excellent idea. Most of teaching is learned on the job and it can be a hit and miss operation if there isn't someone there giving feedback on what you're doing.

> I think it is a super opportunity for teachers to learn and grow towards good/effective teaching skills for both classroom teachers and support teachers.
>
> The PACT classroom teachers are like fields of tundra flowers bravely weathering the storms as they grow and blossom, remaining firmly rooted as they hang on for dear life.
>
> A support teacher is like a breath of fresh air on the day I need pumping up.
>
> The support teacher is the reason I made it to the end of the year.

All agencies profit from this collaboration as a result of the PACT classroom teachers being enrolled in a master's program in Elementary Education at UCD. Hence, new, bright students who might not enroll in a master's program have an incentive. The PACT classroom teachers receive support and feedback while integrating theory into practice. Further, the development of preservice and master's degree courses include both perspectives.

Support teacher have the opportunity to try professional experiences beyond the limits of the classroom. This is a time for renewal, growth, and experiencing the satisfaction of helping someone in the initial stages of teaching. Designing courses and teaching at the university or college is an opportunity for practitioners to combine research with first-hand experiences and to give practical advice to students in preservice programs. When asked about important features of the program, support teachers stated the following:

> I anticipate that the people I work with will increase their effectiveness as teachers.

> The individualization in working with classroom teachers is the most important aspect of the program. Secondly, the practical experience support teachers can bring to the university level is invaluable.
>
> Important features are getting into different schools, working with different stages to compare and observe similarities and differences in instruction, and providing new teachers with help through coaching and peer contact.
>
> To me an important feature is the opportunity for my own professional growth -- extending my teaching skills and refining my skills as a trainer/staff developer.

As adjunct professors, support teachers interact with preservice teachers through classes and supervision of student teachers. Because of this interaction, there is the opportunity to observe preservice teachers before they are hired in the school district and thus, select beginning teachers of higher quality. For example, for the 1988-89 year 46% of the PACT classroom teachers selected for the PACT Program completed their preservice training at UCD or Metro and most were supervised by PACT support teachers. Those in higher education get involved in the induction program through the individually designed master's program for the 26 PACT classroom teachers.

The topic of accountability in teacher training programs is a contemporary issue. Backman (1984) stated that if those in teacher education are to restore credibility, the image of the teacher preparation program graduate as intellectually inferior to other graduates must be reversed. The author stated, "The teacher education curriculum must make a difference in the way graduates teach after they take a job" (p. 4).

Results of the research for the PACT Program indicate that the key elements to begin restoring credibility include the following:

1. selecting competent and confident beginning teachers who are willing to receive feedback, grow professionally, and manage stress;
2. selecting and training exemplary master teachers who are able to interact and, based on the concerns of the beginning teacher, intervene appropriately;
3. providing a positive initial experience for the beginning teacher which results in a commitment to a career in education; and
4. applying current research into classroom practice with appropriate immediate feedback.

As talent develops, development enhanced because of programs like PACT, individuals and institutions benefit because of crossing the bridge. Collaboration strengthens both sides.

1/4/89

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APPENDICES

A. Definitions of Terms

B. Instruments

1. Concern-Based Adoption Model (CBAM)
2. Interviews I, II, III, IV (1986-87)
3. Interviews I, II, III (1987-88)
4. End of the Year Questionnaire (1986-87)
5. End of the Year Questionnaire (1987-88)
6. Alleman Mentoring Scales Questionnaire
7. Mentor Practices Profile

Appendix A

Definition of Terms

Definitions of Terms

1. PACT: Professional Alternatives Consortium for Teacher. The consortium is comprised of Jefferson County Public Schools, Golden, Colorado, the University of Colorado at Denver, and Metropolitan State College, Denver. PACT is a program which trains/supports certified probationary classroom teachers and provides professional alternatives for experienced teachers. The cooperative model places joint responsibility on the school district, the university, and the college.

2. PACT Classroom Teacher: A selected certified teacher employed by the Jefferson County Public School District who has not received the tenure status.

3. PACT Project Liaison: Manages the partnership between the school district and the institutions of higher education and directs the responsibilities of the support teachers.

4. Staff Development Administrator: Makes policy decisions concerning the PACT Program. This administrator is considered the supervisor for the support teachers in the program, and is responsible for their performance evaluations.

5. PACT Support Teacher: An experienced, certified, teacher employed by the Jefferson County Public School District who has tenure, a minimum of 5 years of classroom teaching experience, extensive experience with adult education, and holds a Master of Arts degree or higher. Support teachers are released from their assigned elementary classrooms and spend their time in the field with PACT classroom teachers and teaching at the university or college.

Appendix B

Instruments

1. CBAM
2. Interviews I - IV (1986-87)
3. Interviews I - III (1987-88)
4. End of the Year Questionnaire (1986-87)
5. End of the Year Questionnaire (1987-88)
6. Alleman Mentoring Scales Questionnaire (Form A)
7. Mentor Practices Profile

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Concerns Questionnaire

Name _____ SS # _____

The purpose of this questionnaire is to determine what you are thinking about regarding your role as a teacher. The items were developed from typical responses of persons who ranged from no knowledge at all with various programs to many years experience. Therefore, many items may be irrelevant to you at this time. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale.

For example:

This statement is very true of me at this time.	0 1 2 3 4 5 6 (7)
This statement is somewhat true of me now.	0 1 2 3 (4) 5 6 7
This statement is not at all true of me at this time.	0 (1) 2 3 4 5 6 7
This statement is irrelevant to me.	(0) 1 2 3 4 5 6 7

Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with teaching. We do not hold to any one definition of teaching, so please think of it in terms of your own perceptions of what it involves. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement with teaching.

Thank you for taking time to complete this task.

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0 Irrelevant	1 Not true of me now	2	3 Somewhat true of me now	4	5	6 Very true of me now	7

1.	I am concerned about students' attitudes toward my teaching.	0	1	2	3	4	5	6	7
2.	I now know of some other approaches that might work better.	0	1	2	3	4	5	6	7
3.	I don't even know what teaching is.	0	1	2	3	4	5	6	7
4.	I am concerned about not having enough time to organize myself each day.	0	1	2	3	4	5	6	7
5.	I would like to help other faculty in their teaching.	0	1	2	3	4	5	6	7
6.	I have a very limited knowledge about teaching.	0	1	2	3	4	5	6	7
7.	I would like to know the effect of being a teacher on my professional status.	0	1	2	3	4	5	6	7
8.	I am concerned about conflict between my interests and my responsibilities.	0	1	2	3	4	5	6	7
9.	I am concerned about revising my teaching.	0	1	2	3	4	5	6	7
10.	I would like to develop working relationships with both our faculty and outside faculty related to teaching.	0	1	2	3	4	5	6	7
11.	I am concerned about how my teaching affects students.	0	1	2	3	4	5	6	7
12.	I am not concerned about teaching.	0	1	2	3	4	5	6	7
13.	I would like to know who will make the decisions related to my teaching.	0	1	2	3	4	5	6	7
14.	I would like to discuss the possibility of becoming a teacher.	0	1	2	3	4	5	6	7
15.	I would like to know what resources are available for teachers.	0	1	2	3	4	5	6	7
16.	I am concerned about my inability to manage all that teaching requires.	0	1	2	3	4	5	6	7
17.	I would like to know how my teaching or administration is supposed to change.	0	1	2	3	4	5	6	7
18.	I would like to familiarize other departments or persons with the progress of my teaching.	0	1	2	3	4	5	6	7

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NM

0 Irrelevant	1 Not true of me now	2	3 Somewhat true of me now	4	5	6 Very true of me now	7

19. I am concerned about evaluating my impact on students.	0	1	2	3	4	5	6	7
20. I would like to revise my teaching's instructional approach.	0	1	2	3	4	5	6	7
21. I am completely occupied with other things.	0	1	2	3	4	5	6	7
22. I would like to modify my teaching based on the experiences of our students.	0	1	2	3	4	5	6	7
23. Although I don't know about teaching, I am concerned about things in the area.	0	1	2	3	4	5	6	7
24. I would like to excite my students about their part in my teaching.	0	1	2	3	4	5	6	7
25. I am concerned about time spent working with nonacademic problems related to teaching.	0	1	2	3	4	5	6	7
26. I would like to know what my teaching will require in the immediate future.	0	1	2	3	4	5	6	7
27. I would like to coordinate my efforts with others to maximize the effects of my teaching.	0	1	2	3	4	5	6	7
28. I would like to have more information on time and energy commitments required by teaching.	0	1	2	3	4	5	6	7
29. I would like to know what other faculty are doing in this area.	0	1	2	3	4	5	6	7
30. At this time, I am not interested in learning about teaching.	0	1	2	3	4	5	6	7
31. I would like to determine how to supplement or enhance my teaching.	0	1	2	3	4	5	6	7
32. I would like to use feedback from students to change my teaching.	0	1	2	3	4	5	6	7
33. I would like to know how my role will change when I am a teacher.	0	1	2	3	4	5	6	7
34. Coordination of tasks and people is taking too much of my time.	0	1	2	3	4	5	6	7
35. I would like to know how the potential for my teaching is better than what we have now.	0	1	2	3	4	5	6	7

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PLEASE COMPLETE THE FOLLOWING:

WHEN YOU THINK ABOUT TEACHING, WHAT ARE YOU CONCERNED ABOUT? (Do Not Say What You Think Others are Concerned About, But Only What Concerns You Now.) Please Write in Complete Sentences, and Please Be Frank.

1)

2)

3)

Do not write in this space.

Please place a check by the statement that concerns you most.

Intern Teacher

Interview I *

(Before the school year begins)

Name _____ Date _____

1. What do you know about the way the PACT program operates?

2. How do you feel about the program?

   I feel...

3. What is your opinion of the program?

   I think...

4. What features of the program are most important to you?

5. What professional outcomes do you anticipate because you are a part of this program?

6. What are your personal expectations? your goals?

7. What changes do you perceive in yourself as a result of your involvement in this program?

8. What experiences have led you to want to participate in this program?

* Adapted from Odell (1986), University of New Mexico

Intern Teacher

Interview II *

(Within the first 10 school days of the school year)

Date _____

1. Why did you decide to be a teacher?

2. Currently what are your biggest challenges in teaching?

3. What or who (identify by title, e.g., support teacher, another teacher, principal, spouse, etc.) has been helpful in dealing with these challenges? In what ways?

4. What, if anything, about this school or community makes your teaching particularly easy or difficult?

5. What concerns you the most right now?

6. In what ways has teaching been similar to or different from what you expected? Are your students as you expected? Explain.

*Adapted from Odell (1986), University of New Mexico

PACT Classroom Teacher

Interview III *

Date _____ Code Number _____

1. You have been at this school for one semester. How do feel about your decision to be a teacher?

2. Currently, what are your biggest challenges in teaching? What or who has been helpful in dealing with these challenges? (identify by specific title; e.g., support teacher, principal, spouse).

3. Is there anything about this school or community that makes your teaching particularly easy or difficult?

4. What concerns you the most right now? How is that different from the first of the year?

5. What changes have you made in your teaching because of assistance you have received? Please list specific changes in your practices and the source(s) of assistance.

6. Who has been most helpful to you so far in dealing with stress? (identify by title; e.g., support teacher, another teacher, principal, spouse) In what ways?

7. List any changes you have made after winter vacation.

8. In what ways has teaching been similar to or different from what you expected? Are your students as you expected? Explain.

*Adapted from Odell (1986), University of New Mexico

PACT Classroom Teacher

Interview IV *

Date _____ Code Number _____

1. If you had to do it over again would you decide to be a teacher in the PACT program? Explain.

2. Why have you decided to continue teaching (or decided not to)?

3. What will you do differently next year and why?

4. Is there anything about this school or community that makes your teaching particularly easy or difficult? Explain.

5. What concerns you the most right now? How is that different since winter vacation?

6. What changes have you made in your teaching because of assistance you have received? (Probe for specific changes in practice and the source(s) of the assistance.)

7. Who has been most helpful to you so far (identify by title, e.g., support teacher, another teacher, principal, spouse, etc.)? In what ways?

8. In what ways has teaching been similar to or different from what you expected? Are your students as you expected? Explain.

9. What changes have you seen in yourself throughout this year?

10. What do you do best as a teacher? What do you find most difficult?

*Adapted from Odell (1986), University of New Mexico

PACT Classroom Teacher

Interview I *
(1987-88)

Name _____ Date _____

1. What do you know about the way the PACT program operates?

2. What features of the program are most important to you?

3. What professional outcomes do you anticipate because you are a part of this program?

4. What changes do you perceive in yourself as a result of your involvement in this program?

5. What are your personal expectations? your goals?

6. What concerns or challenges you the most right now?

7. What or who (identify by title, e.g., support teacher, another teacher, spouse, etc.) has been helpful in dealing with these concerns/challenges? In what ways?

8. In what ways has teaching been similar to or different from what you expected? Are your students as you expected? Explain.

*Adapted from Odell (1986), University of New Mexico

PACT Classroom Teacher

Interview II38*
(Within 10 school days after winter vacation)

Date _____ Code Number _____

1. You have been at this school for one semester. How do feel about your decision to be a teacher?

2. Currently, what are your biggest challenges in teaching? What or who has been helpful in dealing with these challenges? (identify by specific title; e.g., support teacher, principal, spouse).

3. Is there anything about this school or community that makes your teaching particularly easy or difficult?

4. What concerns you the most right now? How is that different from the first of the year?

5. What changes have you made in your teaching because of assistance you have received? Please list specific changes in your practices and the source(s) of assistance.

6. Who has been most helpful to you so far in dealing with stress? (identify by title; e.g., support teacher, another teacher, principal, spouse) In what ways?

7. List any changes you have made after winter vacation.

8. In what ways has teaching been similar to or different from what you expected? Are your students as you expected? Explain.

***Adapted from Odell (1986), University of New Mexico**

Interview III -- PACT Classroom Teacher -- May, 1988 *
(Within the last 10 days of the school year)

Date _____ Code Number _____

1. If you had to do it over again would you decide to be a teacher in the PACT program? Explain.

2. What do you do best as a teacher? What do you find most difficult?

3. In what ways has teaching been similar to or different from what you expected? Are your students as you expected? Explain.

4. Is there anything about this school or community that makes your teaching particularly easy or difficult? Explain.

5. What changes have you made in your teaching because of assistance you have received? (Probe for specific changes in practices and the source(s) of the assistance. A possible follow-up question might be: What will you do differently next year and why?)

6. Who has been most helpful to you so far (identify by title, e.g., support teacher, another teacher, principal, spouse, etc.)? In what ways?

7. What changes have you seen in yourself throughout this year?

*Adapted from Odell (1986), University of New Mexico

PACT Classroom Teacher

End of the Year Questionnaire *

Please complete the following:

1. Name _____

2. Age _____

3. B.A. from what institution? _____ State _____

4. Years of teaching experience (count 86-87 as one year) _____

5. Name of school where currently teaching _____

6. Grade level (86-87) _____

7. What type of community is this?

_____ Rural
_____ Suburban
_____ Mid-Size City
_____ Large City

8. In this school estimate the percentage of ethnic groups presented.

Anglo_____ Asian_____ Black_____ Hispanic_____ Other_____

9. In this school estimate the percentage of student mobility.

High Mobility _____ Average Mobility _____ Low Mobility _____

10. In this school estimate the percentage of students who come from families in each socio-economic category.

Upper_____ Upper Middle_____ Middle_____ Lower Middle_____ Lower_____

11. How long do you plan to stay in the teaching profession?

_____ 0-2 more years
_____ 3-5 more years
_____ 6-10 more years
_____ indefinite

Will you be teaching in this district next year? Yes___ No___ Unsure___

Will you be teaching in another district? Yes___ No___

If not remaining or unsure, explain. _____

_____

12. Approximately how often did you receive assistance?

_____ Weekly _____ Monthly _____ Every other week
_____ Other (please specify) _____

*Adapted from Odell (1986), University of New Mexico

13. Have you referred to the goals you wrote earlier this year? Yes___ No___

Did you find this process helpful? Yes___ No___

Explain. _____

For questions 14-72 circle the number that best indicates your opinion.

	Not at all		Somewhat		Extremely
14. My support teacher has been helpful and supportive during the year.	1	2	3	4	5
15. I was apprehensive about receiving assistance from others.	1	2	3	4	5
16. My principal has been helpful and supportive during the year.	1	2	3	4	5
17. Without the PACT Program I would have sought and received assistance and feedback equal to what I received this year.	1	2	3	4	5
18. I have felt alone/isolated during the year.	1	2	3	4	5
19. I have felt incompetent during the year.	1	2	3	4	5
20. I felt I could go to my support teacher for assistance or just talk to during the year.	1	2	3	4	5
21. Rather than the support teacher, I felt I needed to go to another teacher for assistance.	1	2	3	4	5
22. I question the correctness of my decision to be a teacher.	1	2	3	4	5
23. I feel good about this district.	1	2	3	4	5
24. I am proud to be a member of the teaching profession.	1	2	3	4	5
25. My teaching preparation program prepared me for the real world of teaching.	1	2	3	4	5
26. I believe conditions (salary, responsibilities, public opinions, etc.) for teachers are good.	1	2	3	4	5
27. This year of teaching as a PACT teacher has been like I expected it to be.	1	2	3	4	5

		Not at all		Somewhat		Extremely
28.	I feel the assistance I received through the PACT Program has improved my professional competencies as a teacher.	1	2	3	4	5
29.	I was comfortable with relying so heavily on my support teacher for materials and ideas.	1	2	3	4	5
30.	I felt I could negotiate ideas/suggestions with my support teacher.	1	2	3	4	5
31.	Teachers in general at this school were supportive.	1	2	3	4	5
32.	I feel that doing M.A. course work and having a support teacher in my classroom is stressful.	1	2	3	4	5
33.	I implemented suggestions/ideas from the support teacher.	1	2	3	4	5
34.	During visitations, the support teacher offered constructive feedback.	1	2	3	4	5
35.	I felt that the support teacher could be contacted if needed.	1	2	3	4	5
36.	Having other PACT classroom teachers with whom to interact was helpful.	1	2	3	4	5
37.	My school assignment was satisfactory.	1	2	3	4	5
38.	The grade level which I taught was satisfactory.	1	2	3	4	5

39. Rank in order the following aspects of the PACT Program according to stress levels (1 = least stressful and 7 = most stressful).

_____ work on M.A. degree

_____ support teacher in classroom

_____ monthly inservice

_____ Classroom Management course in August

_____ visitation(s) by PACT Program liaison

_____ relationships with other staff members

_____ suggestions/feedback given by support teacher

40. Rank in order according to stress levels the following aspects of working with the support teacher (1 = least stressful and 4 = most stressful).

_____ presence in classroom

_____ expectation to implement suggestions

_____ feedback on my teaching methods

_____ honest communication with support teacher

When asked, to what extent did your support teacher help you with the following:

	Not at all		Somewhat		Extremely
41. Knowledge of children and how they learn.	1	2	3	4	5
42. Ability to translate theory into practice.	1	2	3	4	5
43. Ability to interact effectively with other teachers.	1	2	3	4	5
44. Knowledge of curriculum content.	1	2	3	4	5
45. Ability to communicate and work with parents.	1	2	3	4	5
46. Ability to achieve classroom control.	1	2	3	4	5
47. Ability to plan lesson and units.	1	2	3	4	5
48. Ability to share, ask for/offer help.	1	2	3	4	5
49. Ability to keep records on the progress children were making.	1	2	3	4	5
50. Ability to be responsive to new ideas or suggestions.	1	2	3	4	5
51. Ability to give clear directions and explanations relating to lesson content and procedures.	1	2	3	4	5
52. Ability to provide constructive feedback to students.	1	2	3	4	5
53. Ability to select a variety of materials appropriate to the lessons and learners.	1	2	3	4	5

	Not at all			Somewhat	Extremely
54. Ability to work with manipulative materials.	1	2	3	4	5
55. Ability to work with the writing process.	1	2	3	4	5
56. Ability to use appropriate open-ended questions techniques.	1	2	3	4	5
57. Ability to provide for student decision making to promote responsibility.	1	2	3	4	5
58. Ability to organize materials and have them ready for students.	1	2	3	4	5
59. Ability to handle behavior problems individually.	1	2	3	4	5
60. Ability to handle routine tasks efficiently.	1	2	3	4	5
61. Ability to establish a positive classroom climate.	1	2	3	4	5
62. Ability to assure each student some success.	1	2	3	4	5
63. Ability to consider children's ideas and interests when planning.	1	2	3	4	5
64. Ability to encourage student-to-student interaction.	1	2	3	4	5

To what extent did the Classroom Management course, offered in August 1986:

65. Offer you the opportunity to share ideas with other beginning teachers.	1	2	3	4	5
66. Address needs that seemed pertinent at the time.	1	2	3	4	5
67. Extend your knowledge base about classroom management.	1	2	3	4	5
68. Extend your knowledge base about district curriculum.	1	2	3	4	5

	Not at all		Somewhat		Extremely
69. Extend your knowledge base about instructional methods.	1	2	3	4	5

To what extent did the PACT inservices conducted monthly by support teachers:

70. Offer you the opportunity to share ideas with other beginning teachers.	1	2	3	4	5
71. Address needs that seemed pertinent at the time.	1	2	3	4	5
72. Extend your knowledge base about classroom management.	1	2	3	4	5
73. Extend your knowledge base about district curriculum.	1	2	3	4	5
74. Extend your knowledge about instructional methods.	1	2	3	4	5

Respond to the following items regarding your professional growth and the PACT Program:

75. I would recommend to a friend that he/she participate in the PACT Program.	1	2	3	4	5
76. In terms of my professional growth, the experience of participating in the PACT Program was useful.	1	2	3	4	5

77. Which of the following best describes the kind of teacher you think you were before you were in the PACT Program?

_____ Very Good _____ Above Average _____ Average _____ Below Average _____ Poor

78. Which of the following best describes the kind of teacher you think you are now?

_____ Very Good _____ Above Average _____ Average _____ Below Average _____ Poor

79. List four strengths of the PACT Program.

_____

_____

_____

_____

80. Check the support/assistance you received this year from your support teacher.

_____ Planning lessons (materials, what to teacher, how to teach it)

_____ Becoming familiar with subject matter

_____ Someone to talk to/listen to

_____ Student control/discipline

_____ Locating materials

_____ Answering questions about clerical work related to district/system policies and procedures

_____ Classroom organization

_____ Grading and evaluation of student progress

_____ Establishing realistic expectations for student work and behavior

_____ How to conduct parent conferences

_____ Time management (personal/professional)

_____ Motivating students

_____ Dealing with student's individual differences

_____ Relationships with other teacher

Place an asterisk (*) by those items with which you received the most help.

PACT Classroom Teacher

End of the Year Questionnaire *
1987-1988

Please complete the following:

1. Name _____

2. Age _____

3. B.A. from what institution? _____ State _____

4. Years of teaching experience (count 87-88 as one year) _____

5. Name of school where currently teaching _____

6. Grade level (87-88) _____

7. How long do you plan to stay in the teaching profession?

   _____ 0-2 more years _____ 6-10 more years
   _____ 3-5 more years _____ indefinite

8. If you were offered a teaching contract in Jeffco for next year, would you continue to teach in this district? Yes____ No____ Unsure____

   Explain. _____

   _____

9. Have you referred to the goals you wrote earlier this year? Yes___ No___

   Did you find this process helpful? Yes___ No___

   Explain. _____

For questions 10-87 circle the number that best indicates your opinion.

	Not at all		Somewhat		Extremely
10. My support teacher has been helpful and supportive during the year.	1	2	3	4	5
11. I was apprehensive about receiving assistance from others.	1	2	3	4	5
12. My principal has been helpful and supportive during the year.	1	2	3	4	5

*Adapted from Odell (1986), University of New Mexico

		Not at all		Somewhat		Extremely
13.	Without the PACT Program I would have sought and received assistance and feedback equal to what I received this year.	1	2	3	4	5
14.	I have felt supported/assisted rather than alone/isolated during the year.	1	2	3	4	5
15.	I have felt competent during the year.	1	2	3	4	5
16.	I felt I could go to my support teacher for assistance or just to talk during the year.	1	2	3	4	5
17.	Rather than the support teacher, I felt I needed to go to another teacher for assistance.	1	2	3	4	5
18.	I am satisfied with my decision to be a teacher.	1	2	3	4	5
19.	I feel good about this district.	1	2	3	4	5
20.	I am proud to be a member of the teaching profession.	1	2	3	4	5
21.	My teaching preparation program prepared me for the real world of teaching.	1	2	3	4	5
22.	I believe conditions (salary, responsibilities, public opinions, etc.) for teachers are good.	1	2	3	4	5
23.	This year of teaching as a PACT teacher has been like I expected it to be.	1	2	3	4	5
24.	I feel the assistance I received through the PACT Program has improved my professional competencies as a teacher.	1	2	3	4	5
25.	I was comfortable with relying so heavily on my support teacher for materials and ideas.	1	2	3	4	5
26.	I felt I could negotiate ideas/suggestions with my support teacher.	1	2	3	4	5
27.	Teachers in general at this school were supportive.	1	2	3	4	5
28.	I implemented suggestions/ideas from the support teacher.	1	2	3	4	5

	Not at all		Somewhat		Extremely
29. During visitations, the support teacher offered constructive feedback.	1	2	3	4	5
30. I felt that the support teacher could be contacted if needed.	1	2	3	4	5
31. Having other PACT classroom teachers with whom to interact was helpful.	1	2	3	4	5
32. My school assignment was satisfactory.	1	2	3	4	5
33. The grade level which I taugnt was satisfactory.	1	2	3	4	5

Rate the following aspects of the PACT Program according to the stress levels (1 = not at all stressful and 5 = extremely stressful):

	Not at all		Somewhat		Extremely
34. Work on M.A.	1	2	3	4	5
35. Classroom Management course begun in August 1987.	1	2	3	4	5
36. Classroom Management course completed on Saturdays, Fall, 1987.	1	2	3	4	5
37. Models of Teaching class, Fall, 1987.	1	2	3	4	5
38. Children's Literature class, Spring, 1988.	1	2	3	4	5
39. Relationships with team members at my school.	1	2	3	4	5
40. Relationships with other staff members.	1	2	3	4	5
41. Presence of the support teacher in classroom.	1	2	3	4	5
42. Suggestions/feedback given by support teachers.	1	2	3	4	5

	Not at all				Extremely
43. Expectation to implement suggestions from the support teacher.	1	2	3	4	5
44. Feedback from the support teacher on my teaching methods.	1	2	3	4	5
45. Honest communication with support teacher.	1	2	3	4	5
46. Other (explain) _____ _____	1	2	3	4	5

When asked, to what extent did your support teacher help you with the following:

	Not at all				Extremely
47. Knowledge of children and how they learn	1	2	3	4	5
48. Translation of theory into practice.	1	2	3	4	5
49. Interacting effectively with other teachers.	1	2	3	4	5
50. Knowledge of curriculum content.	1	2	3	4	5
51. Ability to communicate and work with parents.	1	2	3	4	5
52. Ability to achieve classroom control.	1	2	3	4	5
53. Planning lessons and units.	1	2	3	4	5
54. Ability to share, ask for/offer help.	1	2	3	4	5
55. Ability to keep records on the progress children were making.	1	2	3	4	5
56. Ability to be responsive to new ideas or suggestions.	1	2	3	4	5
57. Ability to give clear directions and explanations relating to lesson content and procedures.	1	2	3	4	5
58. Ability to provide constructive feedback to students.	1	2	3	4	5
59. Ability to locate and select a variety of materials appropriate to the lessons and learners.	1	2	3	4	5

	Not at all		Somewhat		Extremely
60. Ability to work with manipulative materials.	1	2	3	4	5
61. Ability to work with the writing process.	1	2	3	4	5
62. Ability to use appropriate open-ended questioning techniques.	1	2	3	4	5
63. Ability to provide for student decision making to promote responsibility.	1	2	3	4	5
64. Ability to organize materials and have them ready for students.	1	2	3	4	5
65. Ability to handle behavior problems individually.	1	2	3	4	5
66. Ability to handle routine tasks efficiently.	1	2	3	4	5
67. Ability to establish a positive classroom climate.	1	2	3	4	5
68. Ability to assure each student some success.	1	2	3	4	5
69. Ability to consider children's ideas and interests when planning.	1	2	3	4	5
70. Ability to encourage student-to-student interaction.	1	2	3	4	5
71. Ability to implement various models of teaching more effectively.	1	2	3	4	5
72. Time management (personal/professional).	1	2	3	4	5
73. Conducting parent conferences.	1	2	3	4	5
74. Knowledge of resources available.	1	2	3	4	5
75. Answering questions about clerical work related to district policies/procedures (report cards, skill cards, etc.).	1	2	3	4	5
76. Classroom organization (grouping students, seating arrangement, teacher's materials, etc.).	1	2	3	4	5
77. Evaluation of student progress.	1	2	3	4	5

To what extent did the Classroom Management course, begun in August 1987:

	Not at all				Extremely
78. Offer you the opportunity to share ideas with other beginning teachers.	1	2	3	4	5
79. Address needs that seemed pertinent at the time.	1	2	3	4	5
80. Extend your knowledge base about classroom management.	1	2	3	4	5
81. Extend your knowledge base about district curriculum.	1	2	3	4	5
82. Extend your knowledge base about instructional methods.	1	2	3	4	5
83. Increase your awareness of the coaching/ feedback process with your support teacher.	1	2	3	4	5
84. Extend your knowledge base about parent conferences.	1	2	3	4	5
85. Address your needs for short term and long term planning.	1	2	3	4	5

Respond to the following items regarding your professional growth and the PACT Program:

86. I would recommend to a friend that he/she participate in the PACT Program.	1	2	3	4	5
87. In terms of my professional growth, the experience of participating in the PACT Program was useful.	1	2	3	4	5

88. Which of the following best describes the kind of teacher you think you were before you were in the PACT Program?

_____ Extremely Competent
_____ Very Competent
_____ Average Competencies
_____ Below Average

89. Which of the following best describes the kind of teacher you think you are now?

_____ Extremely Competent
_____ Very Competent
_____ Average Competencies
_____ Below Average

90. List four strengtns of the PACT Program.

Alleman Mentoring Scales Questionnaire

Leadership Development Consultants, Inc.
5819 S. Shandle
Mentor, Ohio 44060

(216) 257-7158

Form A

Research Code Number

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ALLEMAN MENTORING SCALES QUESTIONNAIRE

Mark the box for the number that indicates how often or how likely it is that the event would occur in the situation you are describing. "1" indicates seldom or very unlikely; "5" indicates often or very likely.

I would:	Unlikely ..... Likely Seldom ..... Often				
1. Provide that person informal feedback on specific incidents.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
2. Discuss the implications of the organization's financial status with that person.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
3. Help that person turn failures into learning experiences.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
4. Work directly with that person on important cases or projects, giving that person responsibility for a portion.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
5. Expose that person to and explain my methods of handling work related problems.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
6. Point out and encourage study of a variety of successful work styles.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
7. Provide accurate, not misleading, informaion.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
8. Provide information he/she needs, not things already known.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
9. Provide information that is important, not trivial.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
10. Provide information that is specific and clear.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
11. Coach that person in sidestepping entanglements and avoiding trouble.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
12. Teach that person ways around obstacles.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
13. Explain upper level strategies tactics, plans, and philosophy to that person.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
14. Discuss group dynamics with that person after meetings.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
15. Instruct that person about potential pitfalls.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
16. Help that person anticipate and allow for the reactions and responses of others.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
17. Provide political tips that are accurate, not misleading.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
18. Provide political tips that person needs.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
19. Provide that person with political tips that are important, not trivial.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
20. Provide political tips that are clear and specific.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

I would:	Unlikely ..... Likely Seldom ..... Often				
21. Help that person take on tasks where he/she must deal with various levels of the organization.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
22. Delegate problems to that person and allow him/her to work out solutions.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
23. Consult that person about whether his/her assignments are challenging enough.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
24. Encourage that person to take initiative and seek greater responsibility.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
25. Encourage that person to take on wide scope or multi-department projects.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
26. Provide more challenge and opportunity for that person than for others.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
27. Encourage that person to try high risk situations.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
28. Give that person (or encourage that person to take) a tough job that is something he/she needs to learn professionally.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
29. Give that person (or encourage that person to take) a tough job that will increase his/her self confidence.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
30. Give that person (or encourage that person to take) a tough job that is important to his/her personal development.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
31. Advise that person on how and where to seek career advancement opportunities and what to avoid.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
32. Help that person define personal career goals and develop strategies to reach them.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
33. Help that person recognize probable future directions of his/her own and related fields.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
34. Help that person assess the value of learning experiences and how they fit in with the real world.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
35. Help that person understand risk and its relationship with growth.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
36. Discuss "what if" situations with that person.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
37. Engage in informal counseling with that person on an ongoing basis.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
38. Show clear understanding of his/her situation when counseling that person.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
39. Help that person learn about himself/herself.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
40. Help that person understand how career development works in this organization.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

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I would:	Unlikely/Seldom 1	2	3	4	Likely/Often 5
41. Use my available power and resources to help that person reach his/her career goals.	☐	☐	☐	☐	☐
42. Introduce that person to other people who can help that person reach his/her career goals.	☐	☐	☐	☐	☐
43. Recommend that person to a friend who is considering hiring someone with his/her qualifications.	☐	☐	☐	☐	☐
44. Contact friends in a position to offer that person an advantageous position.	☐	☐	☐	☐	☐
45. Help that person deal with a boss who has limitations.	☐	☐	☐	☐	☐
46. Recommend (even push) that person for a promotion or desirable lateral move when he/she is ready.	☐	☐	☐	☐	☐
47. Give that person effective help in making career moves.	☐	☐	☐	☐	☐
48. Give that person help in making career moves that are appropriate for his/her level of competence.	☐	☐	☐	☐	☐
49. Give that person help in making career moves that are in the right direction.	☐	☐	☐	☐	☐
50. Give that person well timed help in making career moves.	☐	☐	☐	☐	☐
51. Consciously try to make that person feel like a valued member of the organization.	☐	☐	☐	☐	☐
52. Verbally express confidence in that person.	☐	☐	☐	☐	☐
53. Share information that is confidential with that person.	☐	☐	☐	☐	☐
54. Ask his/her opinion and act on it sometimes.	☐	☐	☐	☐	☐
55. Believe that person's statements and use information he/she provides.	☐	☐	☐	☐	☐
56. Relax around that person.	☐	☐	☐	☐	☐
57. Trust that person.	☐	☐	☐	☐	☐
58. Increase that person's self-confidence by showing trust and confidence in him/her.	☐	☐	☐	☐	☐
59. Inspire that person to want to deserve the trust shown toward that person.	☐	☐	☐	☐	☐
60. By example, help that person learn when to trust others.	☐	☐	☐	☐	☐
61. Endorse in public opinions he/she has expressed.	☐	☐	☐	☐	☐
62. Use my available power and resources to help that person accomplish assigned tasks.	☐	☐	☐	☐	☐
63. Have that person fill in for me (or others) when I am (or they are) not available.	☐	☐	☐	☐	☐
64. Praise that person in the presence of others.	☐	☐	☐	☐	☐
65. Send that person as a representative to meetings I cannot attend.	☐	☐	☐	☐	☐
66. Support that person's actions, plans, ideas to higher levels in the organization.	☐	☐	☐	☐	☐
67. Offer to participate jointly with that person in organization activities	☐	☐	☐	☐	☐
68. Co-author articles or make joint presentations at professional meetings with that person.	☐	☐	☐	☐	☐
69. Recommend that person as a speaker for a seminar or meeting outside the organization.	☐	☐	☐	☐	☐
70. Send that person as a representative to a distant meeting or seminar.	☐	☐	☐	☐	☐
71. Sponsor that person for membership in a professional organization.	☐	☐	☐	☐	☐
72. Recommend that person for key committees, special projects, or community assignments.	☐	☐	☐	☐	☐
73. Have that person make presentations to upper management/administration or to important clients/customers.	☐	☐	☐	☐	☐
74. Encourage that person to seek out assignments outside his/her area of specialty to gain broader experience, and use my influence to help that person get that assignment.	☐	☐	☐	☐	☐
75. Send documentation of that person's accomplishments to his/her personnel file and/or upper management or administration.	☐	☐	☐	☐	☐
76. Encourage that person to write articles for professional journals or present papers at professional meetings.	☐	☐	☐	☐	☐
77. Call attention of the right people to that person's potential or accomplishments	☐	☐	☐	☐	☐
78. Effectively call attention to that person's potential or accomplishments	☐	☐	☐	☐	☐
79. Use good timing when calling attention to that person's potential or accomplishments.	☐	☐	☐	☐	☐
80. Help that person's career by calling attention to his/her potential or accomplishments.	☐	☐	☐	☐	☐

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I would	Unlikely ..... Likely Seldom ..... Often				
81. Defend that person when superiors criticize that person.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
82. Deviate from policy or bend the rules for that person when necessary.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
83. Take personal risks to defend/ protect that person in work related matters.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
84. Provide that person with an opportunity to defend his/her ideas, try them out, and evaluate results.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
85. Defend that person when he/she is criticized by my colleagues and peers.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
86. Provide a safe, protected environment for development of his/her new and potentially controversial ideas, carefully timing exposure.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
87. Provide effective protection for that person.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
88. Provide appropriate protection for that person.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
89. Provide protection for that person that does not restrict his/her chance to learn from mistakes, but keeps that person from disasters.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
90. Give that person protection when he/she needs it.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
91. Choose that person for a close friend.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
92. Personally care about that person's welfare.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
93. Take genuine interest in his/her family, hobbies and personal interests.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
94. Invite that person to my home.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
95. Have occasional lunch, dinner, coffee, or drink with that person only.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
96. Assist that person with personal needs such as locating housing or financial assistance.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
97. Invite that person to a social, cultural, or recreational event.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
98. Value our friendship.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
99. Show friendship for that person that is warm and strong.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
100. Form a bond of friendship that is personal as well as professional.	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

MENTORING is a relationship between two people in which the person with greater rank, experience, and/or expertise teaches, counsels, guides and helps the other to develop both professionally and personally.

PARTIAL MENTORING involves a relationship in which the person with greater rank, experience, or expertise either provides SOME BUT NOT ALL of the mentor functions OR provides them SOMETIMES BUT NOT CONSISTENTLY.

101. Based on the above definitions, how would you label the relationship you described?	Not a mentor 1 ☐	2 ☐	Partial mentor 3 ☐	4 ☐	Full mentor 5 ☐
102. My influence on this person's career has been:	Negative 1 ☐	2 ☐	3 ☐	4 ☐	Beneficial 5 ☐
103. My influence on this person's personal development has been:	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
104. I would rate my own career satisfaction as:	Very Low 1 ☐	2 ☐	3 ☐	4 ☐	Very High 5 ☐
105. Overall, my relationship with this person has been:	Not important 1 ☐	2 ☐	3 ☐	4 ☐	Highly Valued 5 ☐

106. Length of the association:

Years:

Months:

107. The association with this person: (mark one)

Is continuing. ☐
Ended in a friendly way. ☐
Ended in a unfriendly way. ☐

108. Kind of organization:

109. Job title/description:

Self:

Other person:

110. Months and years in the organization:

Self:

Other person:

111. Age when the association began:

Self:

Other person:

112. Sex:

Self:

Other Person:

113. Marital status:

Self:

Other person:

114. Race:

Self:

Other person:

Return completed form to:

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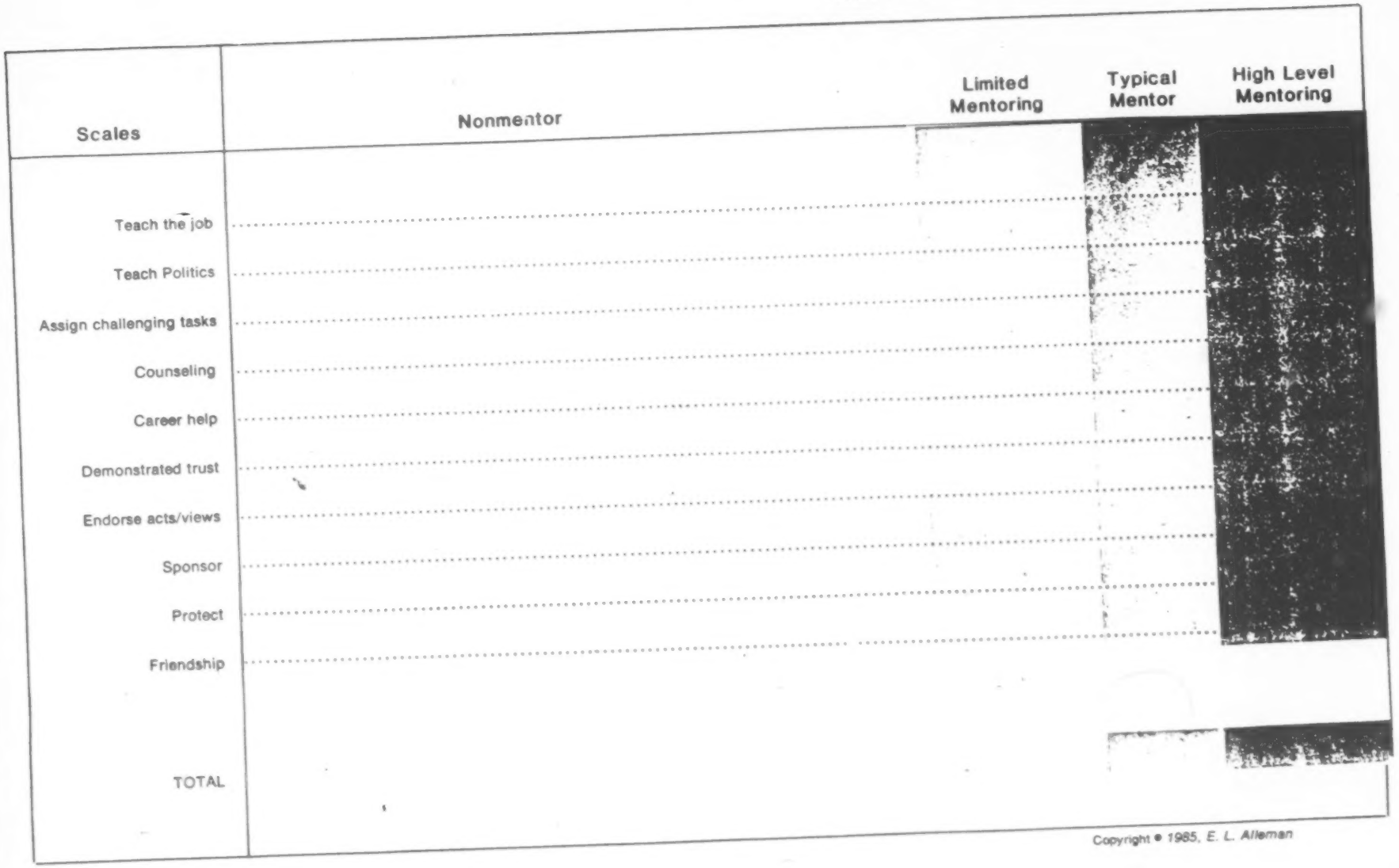
MENTOR PRACTICES PROFILE

Report For



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